DOCUMENT RESUME

ED 103 030 JC 750 134

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TITLE Wilkes Community College Students: A Comparison and Profile.
PUB DATE Apr 74
NOTE 114p.; Ed.D. Practicum, Nova University

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS Adult Education; Educational Objectives; *Junior Colleges; Junior College Students; *Parental Background; Participant Satisfaction; *Student Attitudes; *Student Characteristics; *Student College Relationship; Student Employment; Surveys
IDENTIFIERS North Carolina; *Wilkes Community College

ABSTRACT

This study was undertaken as a pilot project to establish a student profile system on community college students. The data gathered from 1,057 questionnaires (a return rate of 88 percent) included age, sex, marital status, military status, father's background, high school background, employment status, and attitudes and perceptions. The data was categorized by degree program, academic classification, day school student body/night school student body, total student body/Wilkes County census data, and total student body/North Carolina census data. The average age of the college transfer student at Wilkes Community College is 25.2 years, the average age of the technical student is 28.5 years, and the average age of the vocational student is 22 years. The ratio of men to women is approximately two to one. The majority of the students are married and are employed, but these employed students are not working primarily to finance their education. A large number of the students are veterans. The majority of the students' fathers are owners of small business, skilled laborers, or unskilled laborers. The students in large majority rated their chances for achieving their goal at Wilkes Community College as high or very high, and rated their chances for achieving their desired degree level as high or very high. (Author/AH)

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WILKES COMMUNITY COLLEGE STUDENTS

A COMPARISON AND PROFILE

by

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Wilkes Community College
Appalachian State University

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

April 29, 1974

JC 750 134

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WILKES COMMUNITY COLLEGE STUDENTS
A COMPARISON AND PROFILE

I. INTRODUCTION

A new member of the world of higher education emerged on the horizon during the decade of the Sixties - the community college. Over 500 community colleges came into existence during these ten years.[1] The North Carolina General Assembly in 1963 passed the Community College Act which created under the State Board of Education a comprehensive community college and technical institute system. It was the objective of this legislation to make post-secondary education readily accessible to North Carolina residents.

Wilkes Community College opened in January of 1965 in accordance with the 1963 Act and offers a variety of educational programs of continuing education for adults besides offering programs of study in the two-year college transfer, the two-year technical, and the one-year vocational areas.

The major purposes of Wilkes Community College are:

1) to provide two years of academic college credit

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[1]Edmund J. Gleazer, Jr., THIS IS THE COMMUNITY COLLEGE (Boston: Houghton Mifflin Company, 1968), p. 4.

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courses for those students who desire to transfer to four-year or senior colleges or universities, and for those students for whom two years of general college will satisfy their educational needs.

2) to provide a variety of two-year programs in technical studies, the successful completion of which will afford the student the greatest opportunity to enter an occupation.

3) to provide a variety of one-year vocational trade programs, which may be three or four quarters in length, for those who desire to prepare themselves for entrance into new trades.

4) to provide a variety of programs and courses for those who desire to improve their competencies in their present occupations.

5) to provide a variety of programs and courses for those adults who desire personal fulfillment through continuing education.

6) to provide opportunities for those who desire to earn a high school diploma or equivalency certificate.

7) to provide industrial pre-service and in-service training at a level beyond that which the public schools can present.

In meeting the purposes as set forth, Wilkes Community College attracts many students with varied educational and

economic backgrounds with varied goals and reasons for attending the institution. Having been in existence only six years, going into its seventh, Wilkes Community College is still a new and growing institution in post-secondary education. Enrollment has increased each quarter, and institutional research has been oriented to program and staff development. Some student data has been gathered but specific research has not been conducted in this area. Mr. Bob Thompson, Director of Guidance Services at Wilkes Community College, has expressed a desire to have a student profile system established to learn more about the students the college is serving. Dr. Howard Thompson, President, has concurred with this expressed need and would like to see the system developed further to include a comparison of the student body profile with the census data available at the county and state levels.

II. STATEMENT OF THE PROBLEM

It was the purpose of this study to establish a system to develop a profile of Wilkes Community College students and to examine and compare the profile in terms of characteristics which have been discovered in other studies of the two-year college student with county and state census data.

The characteristics analyzed in the study included:

1) age

2) sex

3) marital status

4) military status

5) parental background (father's occupation and educational level)

6) high school background (high school graduation date or GED date and name of high school attended)

7) employment status (number of hours worked per week and if working primarily to finance education)

8) attitudes and perceptions (reason for attending, student goal, chance for reaching goal, how student rates institution in terms of faculty and teaching, the curriculum in which enrolled, the student body, social activities, campus environment, educational facilities, and in general).

These data were compiled and broken into sub-groups by:

1) degree program (college transfer, technical, vocational)

2) academic classification (freshman, sophomore)

3) day school student body/night school student body

4) total student body/Wilkes County census data

5) total student body/North Carolina census data

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III. BACKGROUND AND SIGNIFICANCE

The community college student has become the subject of much interest due to the enormous enrollment increases and the open door admission policy. Researchers and professional educators are attempting to define and describe higher education's newest student both from within the institution itself and from outside the institution.[2]

The lack of evidence on student characteristics is one of the major problems in the development of educational programs which realistically meet the needs of students.[3]

> Students are examined in order to tabulate data regarding their previous achievements, predict their academic potential, select into and out of particular programs, determine individual characteristics, evaluate their perceptions of the college environment, counsel into special occupational programs and assess institutional effect.[4]

The student body of the community college, by traditional standards, is quite different from the stereotype college student. The traditional college student that has

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[2]Leland L. Medsker and Dale Tillery, BREAKING THE ACCESS BARRIERS: A PROFILE OF THE TWO YEAR COLLEGES (New York: McGraw-Hill Book Company, 1971), p. 37.

[3]Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Jr., THE TWO YEAR COLLEGE: A SOCIAL SYNTHESIS (New Jersey: Prentice Hall, Inc., 1965), p. 106.

[4]Arthur M. Cohen and Associates, A CONSTANT VARIABLE (San Francisco: Jossey-Bass, Inc., 1971), p. 63.

been represented in the college populations of this country for a hundred years may be characterized as a bright child of liberal, affluent college-educated parents and a product of the culturally and educationally advantaged environment.[5]

In contrast, the community college student has a wide range of tested aptitudes and levels of grade attainment. This student represents every conceivable branch of society, sociologically speaking, encompassing a diversity of backgrounds, experiences, preparation, and ambition. "Because these diversities exist, each individual college needs to develop a clear factual understanding of the students which it serves as a basis for program development."[6]

Age

The two-year college population, in terms of age, may be divided into two groups:

> The first group may be classified as college age youth. The high school graduates from 17-21 years old who enter college immediately following high school graduation. Around 50 per cent of the population of the community college falls into this classification.
>
> The second group may be called the adult population. The ages for this

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[5]James W. Thornton, THE COMMUNITY JUNIOR COLLEGE, Third Edition (New York: John Wiley and Sons, Inc., 1972), p. 145.

[6]Ibid.

> group range from the middle 20's to the late 60's. This group constitutes the other half of the two-year college population. Many of these students are considered "part-time" or unclassified students.[7]

Ratio of Men to Women

Men students tend to outnumber women students in all levels of higher education. The ratio of men to women was approximately 3 to 2 in higher education in 1962. A study conducted by Garbin and Vaughn of a national sample found in 1971 that the ratio was still the same.[8]

Marital Status

Medsker found that 23 per cent of the students were married in a study of six junior colleges.[9] An assumption was made by Blocker, Plummer and Richardson that in the two-year colleges approximately one-fourth of all the students were married.[10]

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[7]Blocker, op. cit., p. 108.

[8]A. P. Garbin and Derrald Vaughn, COMMUNITY JUNIOR COLLEGE STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS: SELECTED CHARACTERISTICS, EXPERIENCES AND PERCEPTIONS (The Center for Vocational and Technical Education, The Ohio State University, September, 1971), p. 39.

[9]Kenneth A. Simon and W. V. Grant, DIGEST OF EDUCATIONAL STATISTICS, 1970 Edition (Washington: U. S. Government Printing Office, September, 1970), p. 72.

[10]Blocker, Plummer and Richardson, loc. cit.

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Parental Background

Recent sociological studies have found that contrary to the idealistic theory that the individual determines his goals, the family background provides a major part in what an individual is and what he will become. Cross found a direct relationship between the socio-economic status of the parent and who goes to college, why and where they go, and the persistence of the student once he is in college.[11]

A close relationship was found by Wolfe between the student's success in college work and father's occupation. Results also indicated that from 60 to 67 per cent of community college student's fathers were classified as skilled, semi-skilled, or unskilled workers. Students of parents holding professional or semi-professional positions were found to have a greater chance of graduating from college than those from other occupational categories.[12]

Anthony conducted a study correlating curricula and occupational choices of students and the socio-economic level of the parents. Students in college-transfer programs were found to come from higher socio-economic backgrounds and had more concern about the occupation social status than were technical program students.[13]

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[11]K. Patricia Cross, "Higher Educations Newest Student," THE JUNIOR COLLEGE JOURNAL (September, 1968), p. 38.

[12]Ibid.

[13]Blocker, Plummer and Richardson, op. cit., pp. 114-115.

The community college student unlike the traditional college student, according to Cross, is less likely to have:

1) been exposed to magazines and books in the home
2) had a room with typewriter and desk
3) been exposed to intellectual discussion in the home.[14]

Academic Background

The community college student was found by Thornton to come from the middle range of ability. Only 36 per cent of two-year students were found in the top one-third on tests of intellectual ability according to the SCOPE study.[15]

Finances

Prime factors in the selection of a college by community college students have been found to be cost and location. Thornton found that more than half of the full-time students were working for some or all of their college expenses.[16]

Attitudes and Perceptions

The two-year college student according to Cohen and Cross does not consider himself as well prepared for college

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[14]Cross, op. cit., p. 39.

[15]Thornton, op. cit., p. 149.

[16]Ibid.

academically as does the four-year student; however, the two-year college student considers his abilities higher in non-academic areas such as sports and manual skills.[17]

According to Cross, "We possess only traditional measures to describe a student who does not fit the tradition . . . (the great task of the community college is to) investigate ways in which the junior college students differ in kind or in patterns of abilities rather than in degree from the traditional college student . . . (the goal of the community college must be) to **study** its students and in turn provide for the needs of its student."[18]

IV. DEFINITION OF TERMS

The following terms and their definitions are to be used in the proposed study:

freshman student - a student who has earned fewer than 45 quarter hours.

sophomore student - a student who has earned 45 or more quarter hours.

full-time student - a student who is currently attempting 12 or more quarter hours.

part-time student - a student who is currently attempting less than 12 quarter hours.

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[17]Cross, op. cit., p. 40.

[18]Ibid., p. 42.

day student - a student who is taking the majority of his courses during the day school hours.

night student - a student who is taking the majority of his courses during the night school hours.

employment status, class 1 - a student who works 1-13 hours per week.

employment status, class 2 - a student who works 14-26 hours per week.

employment status, class 3 - a student who works 27-39 hours per week.

employment status, class 4 - a student who works 40 or more hours per week.

employment status, class 5 - a student who is not employed.

married student - a student who is married.

single student - a student who has never been married.

other student - a student who has been married but who is divorced, separated, or widowed.

college transfer student - a student working toward the Associate Degree whose credits are transferable to senior institutions.

technical student - a student in a terminal career course of study working toward the Associate in Applied Science Degree.

vocational student - a student in a terminal career course of study working toward a diploma.

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veteran student - a student who has served in the Armed Forces.

non-veteran student - a student who has never served in the Armed Forces.

V. LIMITATIONS OF THE STUDY

The following limitations were imposed:

1) The student population analyzed was limited to the Spring Quarter 1974 enrollment at Wilkes Community College, Wilkesboro, North Carolina.

2) Comparative analysis with county and state census data was limited to those factors which could be obtained from the census data.

VI. BASIC ASSUMPTIONS

The following assumptions were made:

1) It was assumed that the data carried in the Contract Registration files is accurate.

2) It was assumed that the data supplied by the student on the questionnaire was accurate.

VII. EXPECTATIONS

It was expected that this study would provide a pilot for establishing a student profile system at Wilkes Community College. It was also expected, however, that this system could be implemented by other institutions in the Appalachian

Developing Institutions Consortium composed of 14 community college/technical institutes of which Wilkes Community College is a member. Interest has already been exposed by some member institutions in such a student profile system.

The objective of this study was to provide the institution with data on the student population that was not previously available or easily accessible. It was also the objective not just to collect data but to put this data in a usable form for the administration and the faculty. It is anticipated that with such information, the institution can better serve the needs of its student population.

VIII. PROCEDURES FOR GATHERING THE DATA

The data used in the study was collected during the 1974 Spring Quarter Registration Week. Two files of data were utilized. Wilkes Community College participates in a Contract Registration System through Appalachian State University, Boone, North Carolina, which provides a file of much student data which is updated each quarter. This data was analyzed along with data gathered from the questionnaire supplied to the student with registration materials (Appendix A). The questionnaire provided the vehicle for collecting data not carried by the Contract Registration System. The two files of data were coordinated utilizing computer system capabilities. The data was tallied, analyzed, and broken into appropriate sub-groups for effective utilization by both the administration and faculty of Wilkes Community College.

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IX. ANALYSIS OF THE DATA

Of the questionnaires collected, 1,057 were accepted for use in the study. This figure represents a return of 88 per cent. The criterion used to determine acceptance of the questionnaire for use in the study was that responses were given to all questions with the exception of High School/GED Graduation Date. Several questionnaires were returned but due to insufficient responses, they were eliminated from the population used for analysis in the study.

In interpreting the analysis of the data, it is imperative that the following fact be emphasized; the fact being that the analyses and the results are based on the students whose questionnaires were considered to be acceptable. The entire student body, therefore, is not represented. Rather a large sample of the student body has been used for the purpose of this study.

Age

The average (mean) age of the student at Wilkes Community College is 25.23 years. The range of ages of the students attending Wilkes is from 18 to 56 years (Table 1).

In the college transfer program, the average (mean) age of the student is 22.726, the median (the middle number in the array of ages in ascending sequence) is 20.443, and

TABLE I

STUDENT POPULATION AS CATEGORIZED BY PROGRAM AND AGE

PROGRAM	MEAN	MEDIAN	MODE
College Transfer (N=215)	22.726	20.443	20.000
Technical (N=796)	28.530	27.045	19.000
Vocational (N=46)	24.435	22.000	19.000

the mode (the most frequently occuring number in the array) is 20.000. The age range for the college transfer program is from 18 years of age to 56 years of age. It is interesting to note that in the college transfer program there are students in their teens, twenties, thirties, forties, and fifties.

The average (mean) age of the technical student is 28.530, the median (the middle number in the array of ages in ascending sequence) is 27.045, and the mode (the most frequently occuring number in the array) is 19.000. Students in the technical program are from 18 to 54 years of age. Each age group (in tens) is represented in the technical program as is true in the college transfer program.

The vocational student's average (mean) age is 24.435, the median (the middle number in the array of ages in ascending sequence) is 22.000, and the mode (the most frequently occuring number in the array) is 19.000. Student ages in the vocational program range from 19 to 50 years. Each age group (in tens) is also represented in the vocational program.

Sex

The majority of the student body at Wilkes Community College is males. With a total population (day/night, part-time/full-time) of 1,057 students (for this study), 792

students are males and 265 are females. Interpretation of these figures indicates that 64 per cent of the total population represented in this study are males and only 33 per cent are females.

To further breakdown the ratio of men to women, analysis was done for the day (part-time/full-time) population and the night (part-time/full-time) population. Thirty-nine per cent of the day population are female students and 61 per cent are male students. Of the night population, 13 per cent are females and 87 per cent are males.

The females attending the day program are for the most part enrolled in technical programs. Fifty-six per cent of the day program females are in technical programs, 36 per cent are in the college transfer program, and 8 per cent are in vocational programs.

Of the night time female population, 88 per cent are enrolled in technical programs and 12 per cent in the college transfer program. There are no offerings in the vocational program at night.

Forty-eight per cent of the day male population are in technical programs, 42 per cent are in the college transfer program, and 10 per cent are in the vocational programs.

The night time male population is heavily enrolled in technical programs (97 per cent). Three per cent of the

night male population is enrolled in the college transfer program (Tables II, III, IV, and V).

Military Status

Upon checking the validity of the responses given to the question "Are you applying for VA benefits," a discrepancy of over 10 per cent was found between the responses given on the questionnaire and the Veterans Administration records. Due to the accuracy of the VA records, the figure supplied by that administration will be used in this study rather than the figure obtained from the questionnaire. Fifty-three per cent of the total population at Wilkes Community College are receiving VA benefits for continuing their education.

Marital Status

The marital status of the total population (N=1,057) is:

41 per cent are single

57 per cent are married

2 per cent are separated, divorced, or widowed

The breakdown of the day population (N=483) is:

74 per cent are single

24 per cent are married

2 per cent are separated, divorced, or widowed

The breakdown of the night population (N=574) is:

13 per cent are single

TABLE II

DAY FEMALE STUDENT POPULATION AS CATEGORIZED BY
PROGRAM, ACADEMIC CLASSIFICATION, AND
PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Freshman	Sophomore	Freshman	Sophomore	
College Transfer	9	0	38	21	68
Technical	9	12	59	25	105
Vocational	0	0	16	0	16
Total	18	12	113	46	189

TABLE III

DAY MALE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, ACADEMIC CLASSIFICATION, AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Freshman	Sophomore	Freshman	Sophomore	
College Transfer	9	7	56	50	122
Technical	12	4	75	51	142
Vocational	2	0	28	0	30
Total	23	11	159	101	294

TABLE IV

NIGHT FEMALE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, ACADEMIC CLASSIFICATION, AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Freshman	Sophomore	Freshman	Sophomore	
College Transfer	7	2	0	0	9
Technical	41	16	5	5	67
Vocational	0	0	0	0	0
Total	48	18	5	5	76

TABLE V

NIGHT MALE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, ACADEMIC CLASSIFICATION, AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Freshman	Sophomore	Freshman	Sophomore	
College Transfer	6	2	7	1	16
Technical	165	73	105	139	482
Vocational	0	0	0	0	0
Total	171	75	112	140	498

85 per cent are married

2 per cent are separated, divorced, or widowed

(For breakdown by degree program see Tables VI, VII, VIII, IX, X, and XI).

Employment Status

Students were asked to indicate number of hours worked per week based on the following five categories:

1) 1-13 hours per week
2) 14-26 hours per week
3) 27-39 hours per week
4) 40 or more hours per week
5) not employed

Taking the total population of 1,057 - 6 per cent work 1-13 hours per week; 9 per cent work 14-26 hours per week; 10 per cent work 27-39 hours per week; 51 per cent work 40 or more hours per week; and 24 per cent indicated that they were not employed.

Analyzing only the day population of 483 students:

9 per cent work 1-13 hours per week; 17 per cent work 14-26 hours per week; 11 per cent work 27-39 hours per week; 20 per cent work 40 or more hours per week; and 43 per cent are not employed.

The night population breakdown on hours worked per week is as follows: 3 per cent work 1-13 hours; 3 per cent work 14-26 hours; 9 per cent work 27-39; 77 per cent work

TABLE VI

SINGLE DAY STUDENT POPULATION AS CATEGORIZED BY ACADEMIC CLASSIFICATION AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Fresh.	Soph.	Fresh.	Soph.	
College Transfer	14	6	77	58	155
Technical	10	7	112	44	173
Vocational	1	0	27	0	28
Total	25	13	216	102	356

N=483

TABLE VII

MARRIED DAY STUDENT POPULATION AS CATEGORIZED BY ACADEMIC CLASSIFICATION AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Fresh.	Soph.	Fresh.	Soph.	
College Transfer	4	1	15	12	32
Technical	11	8	19	30	68
Vocational	1	0	17	0	18
Total	16	9	51	42	118

N=483

TABLE VIII

OTHER DAY STUDENT POPULATION AS CATEGORIZED BY ACADEMIC CLASSIFICATION AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Fresh.	Soph.	Fresh.	Soph.	
College Transfer	0	0	3	1	4
Technical	0	1	2	2	5
Vocational	0	0	0	0	0
Total	0	1	5	3	9

N=483

TABLE IX

SINGLE NIGHT STUDENT POPULATION AS CATEGORIZED BY ACADEMIC CLASSIFICATION AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Fresh.	Soph.	Fresh.	Soph.	
College Transfer	3	1	4	0	8
Technical	29	11	15	10	65
Vocational	0	0	0	0	0
Total	32	12	19	10	73

N=574

TABLE X

MARRIED NIGHT STUDENT POPULATION AS CATEGORIZED BY ACADEMIC CLASSIFICATION AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Fresh.	Soph.	Fresh.	Soph.	
College Transfer	10	3	2	1	16
Technical	174	77	93	129	473
Vocational	0	0	0	0	0
Total	184	80	95	130	489

N=574

TABLE XI

OTHER NIGHT STUDENT POPULATION AS CATEGORIZED BY ACADEMIC CLASSIFICATION AND PART-TIME, FULL-TIME ENROLLMENT

Program	Part-Time		Full-Time		Total
	Fresh.	Soph.	Fresh.	Soph.	
College Transfer	0	0	1	0	1
Technical	3	1	2	5	11
Vocational	0	0	0	0	0
Total	3	1	3	5	12

N=574

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40 or more hours per week; and 8 per cent are not employed (Tables XII through XXXI). Whether analyzing the total population, or just the day or just the night population, the majority of the students are employed as well as continuing their education.

High School Graduation Status

Nine hundred and ninety-five students responded to the question in regard to high school graduation or having taken and passed the GED examination. Of the day population, 45 per cent are high school graduates. Forty-four per cent of the day population have passed the GED examination and 8 per cent of the night population have passed the GED examination (Table XXXII).

High School Curriculum

Over 50 per cent of the college transfer student body took the College Preparatory/Academic track in high school. Over one-half of the technical student body took the General high school curriculum. Exactly one-half of the vocational students took the General high school curriculum with 28 per cent taken the Vocational track and 20 per cent taking the College Preparatory/Academic track (Tables XXXIII through XXXVI).

TABLE XII

DAY FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	1-13 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	1	12	13
Technical	1	11	12
Vocational	0	3	3
Total	2	26	28

N=313

TABLE XIII

DAY FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	14-26 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	3	8	11
Technical	2	22	24
Vocational	0	3	3
Total	5	33	38

N=313

TABLE XIV

DAY FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	27-39 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	3	14	17
Technical	1	14	15
Vocational	0	2	2
Total	4	30	34

N=313

TABLE XV

DAY FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	40+ Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	5	18	23
Technical	13	18	31
Vocational	1	10	11
Total	19	46	65

N=313

TABLE XVI

DAY FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	Not Employed		Total
	Part-Time	Full-Time	
College Transfer	7	42	49
Technical	3	70	73
Vocational	0	26	26
Total	10	137	148

N=313

TABLE XVII

NIGHT FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	1-13 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	0	2	2
Technical	7	4	11
Vocational	0	0	0
Total	7	6	13

N=336

TABLE XVIII

NIGHT FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	14-26 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	1	0	1
Technical	5	3	8
Vocational	0	0	0
Total	6	3	9

N=336

TABLE XIX

NIGHT FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	27-39 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	1	0	1
Technical	22	10	32
Vocational	0	0	0
Total	23	10	33

N=336

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TABLE XX

NIGHT FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	40+ Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	10	3	13
Technical	146	86	232
Vocational	0	0	0
Total	156	89	245

N=336

TABLE XXI

NIGHT FRESHMAN STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	Not Employed		Total
	Part-Time	Full-Time	
College Transfer	1	2	3
Technical	26	7	33
Vocational	0	0	0
Total	27	9	36

N=336

TABLE XXII

DAY SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	1-13 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	0	6	6
Technical	1	6	7
Vocational	0	0	0
Total	1	12	13

N=170

TABLE XXIII

DAY SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	14-26 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	1	20	21
Technical	4	19	23
Vocational	0	0	0
Total	5	39	44

N=170

TABLE XXIV

DAY SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	27-39 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	1	6	7
Technical	2	12	14
Vocational	0	0	0
Total	3	18	21

N=170

TABLE XXV

DAY SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	40+ Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	2	8	10
Technical	6	17	23
Vocational	0	0	0
Total	8	25	33

N=170

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TABLE XXVI

DAY SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	Not Employed		Total
	Part-Time	Full-Time	
College Transfer	3	31	34
Technical	3	22	25
Vocational	0	0	0
Total	6	54	59

N=170

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TABLE XXVII

NIGHT SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	1-13 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	0	0	0
Technical	1	6	7
Vocational	0	0	0
Total	1	6	7

N=238

TABLE XXVIII

NIGHT SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	14-26 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	1	0	1
Technical	1	5	6
Vocational	0	0	0
Total	2	5	7

N=238

TABLE XXIX

NIGHT SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	27-39 Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	0	0	0
Technical	13	6	19
Vocational	0	0	0
Total	13	6	19

N=238

TABLE XXX

NIGHT SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	40+ Hours Worked Per Week		Total
	Part-Time	Full-Time	
College Transfer	3	1	4
Technical	70	121	191
Vocational	0	0	0
Total	73	122	195

N=238

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TABLE XXXI

NIGHT SOPHOMORE STUDENT POPULATION AS CATEGORIZED BY PROGRAM, NUMBER OF HOURS WORKED PER WEEK AND PART-TIME, FULL-TIME ENROLLMENT

Program	Not Employed		Total
	Part-Time	Full-Time	
College Transfer	0	0	0
Technical	4	6	10
Vocational	0	0	0
Total	4	6	10

N=238

TABLE XXXII

STUDENT POPULATION AS CATEGORIZED BY PROGRAM, DAY/NIGHT ATTENDANCE AND HIGH SCHOOL GRADUATION STATUS

Program	High School Graduate		GED	
	Day	Night	Day	Night
College Transfer	180	22	9	1
Technical	228	419	15	76
Vocational	40	0	5	0
Total	448	441	29	77

TABLE XXXIII

STUDENT POPULATION AS CATEGORIZED BY
PROGRAM, DAY/NIGHT ATTENDANCE,
AND HIGH SCHOOL CURRICULUM

Program	General		Total
	Day	Night	
College Transfer	66	9	75
Technical	137	423	560
Vocational	23	0	23
Total	212	410	658

TABLE XXXIV

STUDENT POPULATION AS CATEGORIZED BY PROGRAM, DAY/NIGHT ATTENDANCE, AND HIGH SCHOOL CURRICULUM

Program	Vocational		Total
	Day	Night	
College Transfer	0	1	1
Technical	34	40	74
Vocational	13	0	13
Total	47	41	88

TABLE XXXV

STUDENT POPULATION AS CATEGORIZED BY
PROGRAM, DAY/NIGHT ATTENDANCE
AND HIGH SCHOOL CURRICULUM

Program	College Prep/Academic		Total
	Day	Night	
College Transfer	121	14	135
Technical	73	61	134
Vocational	9	0	9
Total	203	75	278

TABLE XXXVI

STUDENT POPULATION AS CATEGORIZED BY PROGRAM, DAY/NIGHT ATTENDANCE, AND HIGH SCHOOL CURRICULUM

Program	Other		Total
	Day	Night	
College Transfer	2	2	4
Technical	13	15	28
Vocational	1	0	1
Total	16	17	33

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Father's Highest Educational Level

Of the college transfer student body, 54 per cent indicated their fathers had under eight years of education or had completed the eighth grade. Twenty-four per cent indicated that their fathers had attended college, had a four-year college degree, or had a Master's or higher degree (Table XXXVII).

Fifty-two per cent of the technical student body have fathers with under eight years or education or who have completed the eighth grade. Only 7 per cent indicated that their fathers had attended college, had a four-year college degree, or had a Master's or higher degree (Table XXXVII).

The vocational student population responded that 30 per cent of their fathers had under eight years of education or had completed the eighth grade. Four per cent of their fathers had attended college, had a four-year college degree, or had a Master's degree or higher.

In terms of fathers with high school diplomas:

28 per cent of the college transfer student body fathers are high school graduates;

17 per cent of the technical student body fathers are high school graduates;

and 33 per cent of the vocational student body fathers are high school graduates (Table XXXVII).

TABLE XXXVII

STUDENT POPULATION AS CATEGORIZED BY
PROGRAM AND FATHER'S HIGHEST
EDUCATIONAL LEVEL

Father's Highest Educational Level:	College Transfer	Technical	Vocational
(1) Under eight years	30	285	9
(2) Completed 8th grade	29	129	5
(3) Attended High School	36	137	12
(4) High School graduate	61	136	15
(5) Attended college	30	43	1
(6) Four-year college graduate	11	15	1
(7) Master's or higher degree	10	2	0
(8) Unknown	8	49	3

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Father's Type of Work

With regard to the total population, 24 per cent of the fathers are Proprietors or Owners which for the purpose of this study is defined as sales or office manager, bank officer, purchasing agent, etc.

Fathers of students in the technical programs are primarily Proprietors or Owners (25 per cent), 20 per cent are Skilled Workers or Foremen, and 16 per cent are Unskilled Workers.

Thirty per cent of the vocational students' fathers are Proprietors or Owners, 18 per cent are Semiskilled Workers, and 18 per cent are Skilled Workers or Foremen (Table XXXVIII).

Reason for Attending Wilkes Community College

Of the college transfer student body, 40 per cent indicated that their main reason for attending Wilkes Community College was because it was close to home. Twenty-six per cent are attending primarily because the institution is inexpensive to attend, and 14 per cent are attending because of strength in intended major.

Forty-four per cent of the technical student population are attending because the institution is close to home. Seventeen per cent are attending because of strength in intended major, and 16 per cent are attending because the institution is inexpensive.

TABLE XXXVIII

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STUDENT POPULATION AS CATEGORIZED BY
PROGRAM AND FATHER'S TYPE OF WORK*

Father's type of work. If he is retired or deceased, refer to his former job.	College Transfer	Technical	Vocational
(1) Clerical and Sales	14	24	3
(2) Managerial or Office	27	29	1
(3) Professional	17	18	0
(4) Proprietor or Owner	44	197	14
(5) Semi-professional and Technical	6	16	2
(6) Semiskilled worker	23	125	8
(7) Service worker	10	19	2
(8) Skilled worker or foreman	35	159	8
(9) Unskilled worker	19	130	6
(10) Unemployed	6	26	0
(11) Unknown	14	53	2

* (1) Clerical and Sales - bank teller, salesman, mail carrier, etc.
(2) Managerial or Office - sales or office manager, bank officer, purchasing agent, etc.
(3) Professional - CPA, clergyman, dentist, engineer, teacher, etc.
(4) Proprietor or Owner - farm owner, owner of a small business, etc.
(5) Semi-professional and Technical - engineering technician, dental technician, practical nurse, surveyor, etc.
(6) Semiskilled worker - machine operator, assembler, bus driver, meat cutter, etc.
(7) Service worker - barber, policeman, waiter, fireman, etc.
(8) Skilled worker or foreman - baker, carpenter, electrician, foreman, etc.
(9) Unskilled worker - laborer, filling station attendant, farm worker, etc.
(10) Unemployed
(11) Unknown

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The vocational students indicated that their main reason for attending (41 per cent) was that the institution was close to home. Twenty-four per cent are attending because of strength in intended major and 20 per cent due to general academic reputation.

Only four students of the total population indicated that they were attending Wilkes Community College because they were not accepted by their first choice college (Table XXXIX).

Sixty-six students had other reasons than the seven choices listed for attending Wilkes Community College. Some of the other reasons given were:

1) receive GI benefits

2) employer paying for me to attend school to upgrade myself in a particular subject area

3) nothing else to do

4) institution offering a course in which I am interested.

If Working Primarily to Finance Education

Nine hundred and eleven students, out of a total population of 1,057, responded to this particular question - 173 college transfer students, 711 technical students, and 27 vocational students.

Of the total population only 25 per cent indicated that they were working primarily to finance their education.

TABLE XXXIX

STUDENT POPULATION AS CATEGORIZED BY
PROGRAM AND REASON FOR ATTENDING
WILKES COMMUNITY COLLEGE

My main reason for attending this institution is: (check only one)	College Transfer	Technical	Vocational
(1) inexpensive	55	124	4
(2) close to home	85	352	19
(3) friends attending	2	28	0
(4) general academic reputation	24	86	9
(5) strength in intended major	30	139	11
(6) impression of campus and students	7	12	0
(7) not accepted by 1st choice college	0	4	0
(8) other	12	51	3

Thirty-two per cent of the college transfer students are working primarily to finance their education. Twenty-three per cent of the technical students and 37 per cent of the vocational students marked that they were working primarily to finance their education (Table XL).

Object of Education

Fifty-three per cent of the college transfer student body see the object of their education as mostly general education. Forty-one per cent of the technical students see the object of their education as mostly job training, and 63 per cent of the vocational students see the object of their education as mostly job training (Table XLI).

Reason for Continuing Education

When asked if reason for continuing education is mainly for a high paying job, the responses by percentages were (Table XLII):

college transfer:

strongly agree - 27 per cent

agree but not strongly - 49 per cent

disagree but not strongly - 18 per cent

strongly disagree - 6 per cent

technical:

strongly agree - 42 per cent

agree but not strongly - 47 per cent

TABLE XL

EMPLOYED STUDENT POPULATION AS CATEGORIZED BY PROGRAM AND IF WORKING PRIMARILY TO FINANCE EDUCATION

If you are employed, do you work primarily to finance your education?	College Transfer	Technical	Vocational
(1) Yes	56	162	10
(2) No	117	549	17

TABLE XLI

STUDENT POPULATION AS CATEGORIZED BY PROGRAM AND OBJECT OF EDUCATION

I see the object of my education as:	College Transfer	Technical	Vocational
(1) entirely general education	42	100	0
(2) mostly general education	115	262	5
(3) mostly job training	36	325	29
(4) entirely job training	22	109	12

TABLE XLII

STUDENT POPULATION AS CATEGORIZED BY PROGRAM
AND IF REASON FOR CONTINUING EDUCATION
IS MAINLY FOR A HIGH PAYING JOB

I am continuing my education mainly for a high paying job.	College Transfer	Technical	Vocational
(1) strongly agree	57	339	18
(2) agree but not strongly	106	374	21
(3) disagree but not strongly	38	61	5
(4) strongly disagree	14	22	2

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disagree but not strongly - 8 per cent

strongly disagree - 3 per cent

vocational:

strongly agree - 39 per cent

agree but not strongly - 46 per cent

disagree but not strongly - 11 per cent

strongly disagree - 4 per cent

Commuting Distance

In the college transfer program, 29 per cent of the students live from 2-5 miles from the institution and 21 per cent live from 6-10 miles from the institution.

Thirty-five per cent of the technical students live over 30 miles from the institution. It should be noted, however, that Wilkes Community College has a relatively large off-campus program, and many of the technical students meet classes in their home area rather than having to drive to Wilkesboro several times per week to attend classes.

The largest percentage of vocational students (34 per cent) live over 30 miles from the college. Twenty per cent live from 6-10 miles and 13 per cent live from 21-30 miles from the college (Table XLIII).

Attendance at Another Institution

When asked if they had attended another college prior to coming to Wilkes Community College, 25 per cent of the college transfer students responded yes, 14 per cent of

TABLE XLIII

STUDENT POPULATION AS CATEGORIZED BY
PROGRAM AND COMMUTING DISTANCE

How far is the college from where you live?	College Transfer	Technical	Vocational
(1) up to 2 miles	29	50	5
(2) 2-5 miles	62	80	5
(3) 6-10 miles	46	118	9
(4) 11-20 miles	38	129	5
(5) 21-30 miles	15	145	6
(6) over 30 miles	25	274	16

the technical students responded yes, and 17 per cent of the vocational students responded yes (Table XLIV).

Major Goal for Attending Wilkes Community College

Seventy-two per cent of the college transfer students have as their major goal preparing for transfer to a four-year college. Thirteen per cent are striving to increase their general knowledge and level of education.

The technical students responded with 38 per cent increasing their general knowledge and level of education, 25 per cent preparing for employment in a specific career field, and 15 per cent preparing for general employment.

Fifty-nine per cent of the vocational students see their major goal as preparation for employment in a specific career field, and 33 per cent are preparing for a specific job (Table XLV).

Chances of Achieving Major Goal

The college transfer students responded overwhelmingly to very high or high as their chances of achieving their major goal (83 per cent). Seventeen per cent of the college transfer students rated their chances about half. Less than 1 per cent rated their chances as low, and no student rated his or her chances as very low.

The technical students, likewise, perceive their chances of achieving their major goal as very high or high

TABLE XLIV

STUDENT POPULATION AS CATEGORIZED BY
PROGRAM AND ATTENDANCE AT
ANOTHER INSTITUTION

Have you attended another college prior to coming to Wilkes Community College.	College Transfer	Technical	Vocational
(1) Yes	54	108	8
(2) No	161	688	38

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TABLE XLV

STUDENT POPULATION AS CATEGORIZED BY PROGRAM
AND MAJOR GOAL FOR ATTENDING
WILKES COMMUNITY COLLEGE

My major goal for attending Wilkes Community College is:	College Transfer	Technical	Vocational
(1) prepare for a specific job	11	126	15
(2) prepare for employment in a specific career field	12	197	27
(3) general preparation for employment	8	121	2
(4) prepare for transfer to a four-year college	155	48	1
(5) increase my general knowledge and level of education	28	299	1
(6) other	1	5	0

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(76 per cent). Twenty-three per cent rated their chances as about half and 1 per cent rated their chances as low. Less than 1 per cent rated their chances as very low.

Fifty-nine per cent of the vocational students rate their chances of achieving their major goal as high, and 26 per cent rate their chances as very high. Fifteen per cent rate their chances as about half. None of the vocational students rated their chances as low or very low (Table XLVI).

Level of Degree

Thirty-two per cent of the college transfer students are striving for a Bachelor's degree and 27 per cent indicated going beyond the four-year degree.

The technical students responded in the majority to working toward and attaining an Associate in Arts or Associate in Science or Associate in Applied Science (49 per cent). Eight per cent would hope to go on and complete a Bachelor's degree, and 2 per cent indicated a desire to go beyond the four-year degree.

Ninety-one per cent of the vocational students are hoping to complete a certificate or diploma in their particular major. Four per cent of the students indicated a desire to complete a Bachelor's degree and a Graduate degree (Table XLVII).

TABLE XLVI

STUDENT POPULATION AS CATEGORIZED
BY PROGRAM AND CHANCES OF
ACHIEVING MAJOR GOAL

What are your chances of achieving your major goal checked above:	College Transfer	Technical	Vocational
(1) very high	81	222	12
(2) high	96	378	27
(3) about half	36	186	7
(4) low	2	9	0
(5) very low	0	1	0

TABLE XLVII

STUDENT POPULATION AS CATEGORIZED BY PROGRAM AND DEGREE HOPE TO COMPLETE

What level of degree do you hope to complete:	College Transfer	Technical	Vocational
(1) certificate	10	106	12
(2) diploma	20	218	30
(3) Associate in Arts or Associate in Science	49	180	0
(4) Associate in Applied Science	8	209	2
(5) Bachelor's degree	69	65	1
(6) Graduate degree (beyond 4-year degree)	59	18	1

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Chances of Earning Degree Level

When asked to rate their chances of earning the degree they hoped to complete, 51 per cent of the college transfer students responded to high, 21 per cent responded to very high, 21 per cent to about half, 1 per cent to low, and none to very low.

Fifty per cent of the technical students rated their chances of earning the degree level they hoped to complete as high, 29 per cent rated their chances as very high, 20 per cent as about half, 1 per cent as low and less than 1 per cent as very low.

The vocational students in the majority (57 per cent) rate their chances of earning their degree level as high. Twenty-four per cent rate their chances as very high and 15 per cent rate their chances as about half. Two per cent rate their chances as low and 2 per cent rate their chances as very low (Table XLVIII).

Feelings About Certain Aspects of the Institution

Each participant was asked to rate the institution on seven criteria - the faculty and teaching, curriculum in which enrolled, the students, social activities, campus environment, educational facilities, and in general - on a scale of 1 to 4 (1 = superior, 2 = good, 3 = fair, 4 = poor).

TABLE XLVIII

STUDENT POPULATION AS CATEGORIZED BY
PROGRAM AND CHANCES OF EARNING
DEGREE LEVEL

Rate your chances of earning the degree level checked above:	College Transfer	Technical	Vocational
(1) very high	61	233	11
(2) high	110	395	26
(3) about half	43	156	7
(4) low	1	9	1
(5) very low	0	3	1

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Faculty and Teaching. Thirty-two per cent of the college transfer student population rated faculty and teaching as superior, 59 per cent as good, 9 per cent as fair, and less than 1 per cent as poor.

Of the technical student body, 26 per cent rated faculty and teaching as superior, 67 per cent as good, 7 per cent as fair, and less than 1 per cent as poor.

Faculty and teaching was rated superior by 30 per cent of the vocational student population, good by 57 per cent, fair by 9 per cent, and poor by 4 per cent.

Curriculum in Which Enrolled. Eighteen per cent of the college transfer student body rated the curriculum in which they were enrolled as superior, 65 per cent rated the curriculum as good, 15 per cent as fair, and 2 per cent as poor.

The curriculum by the technical students was rated as superior by 26 per cent, as good by 62 per cent, as fair by 10 per cent, and as poor by 2 per cent.

Vocational students rated their curriculum as superior by 35 per cent of the population. Fifty-nine per cent rated their curriculum as good and 6 per cent rated it as fair. None of the students rated their curriculum in the vocational program as poor.

The Students. The students were rated superior by 29 per cent of the college transfer population, rated good

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by 54 per cent, fair by 16 per cent, and poor by 1 per cent of the population.

Twenty-eight per cent of the technical students rated the students as superior, 62 per cent rated the students as good, 10 per cent as fair, and none of the technical students responded to poor.

The vocational students rated the students as superior by 24 per cent, good by 56 per cent, and fair by 20 per cent. None of the vocational students responded to poor.

Social Activities. Six per cent of the college transfer students rated social activities as superior. Thirty-five per cent rated social activities as good, 32 per cent as fair, and 27 per cent rated social activities as poor.

Social activities by the technical students were rated as follows: 12 per cent superior, 50 per cent as good, 24 per cent as fair, and 14 per cent as poor.

Six per cent of the vocational students rated social activities as superior. Forty-six per cent rated the social activities as good, 28 per cent as fair and 20 per cent as poor.

Campus Environment. The majority of the college transfer students (55 per cent) rated the campus environment as superior. Thirty-four per cent rated the environment as good, 10 per cent as fair, and 1 per cent as poor.

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Forty-three per cent of the technical students rated the campus environment as superior, 51 per cent as good, 5 per cent as fair, and 1 per cent as poor.

Of the vocational student population, 33 per cent rated the campus environment as superior, 61 per cent as good, 4 per cent as fair, and 2 per cent as poor.

Educational Facilities. Educational facilities were rated superior by 34 per cent of the college transfer student body. Fifty-six per cent of the college transfer student body rated the facilities as good, 9 per cent as fair, and 1 per cent as poor.

The technical student body rated educational facilities superior by 31 per cent. Sixty-one per cent rated the facilities as good, 8 per cent as fair, and less than 1 per cent as poor.

Thirty-three per cent of the vocational students rated the educational facilities as superior, 61 per cent as good, 4 per cent as fair, and 2 per cent as poor.

In General. In response to rating the institution on an "In General" criterion, 23 per cent of the college transfer students responded to superior, 66 per cent to good, 11 per cent to fair, and none to poor.

Twenty-four per cent of the technical students rated the institution as superior in general, 70 per cent rated the institution as good, 6 per cent as fair, and less than 1 per cent as poor.

The vocational students rated the institution in general as superior by 22 per cent of the population. Sixty-five per cent rated the institution in general as good, 13 per cent rated it as fair, and no vocational student rated the institution in general as poor (Table XLIX through LI).

Comparison of Study Results and Census Data

The census data used in the comparison with the results of the study were obtained from the publication, GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS - North Carolina.[19] The compilation and tables from the United States Department of Commerce are based on samples and in some cases categories, such as breakdown by age, are not easily comparable with the results obtained from the student profile study. Some data obtained from the student profile study is data not compiled for census purposes by the Federal Government. The following data lended itself to comparison with census data for North Carolina, Wilkes County, and the results from the student profile study: age, sex, military status, employment status, high school background.

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[19]U. S. Bureau of the Census. CENSUS OF POPULATION: 1970 GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS. Final Report PC(1)-C 35 North Carolina. Washington: U. S. Government Printing Office, April, 1972.

TABLE XLIX

COLLEGE TRANSFER STUDENT POPULATION ATTITUDES
AND FEELINGS ABOUT CERTAIN ASPECTS
OF THE INSTITUTION

Category Rated	Superior	Good	Fair	Poor
Faculty and teaching	68	127	18	2
Curriculum in which enrolled	39	140	32	4
The students	62	115	35	3
Social activities.	14	75	68	58
Campus environment	117	73	22	3
Educational facilities	73	120	20	2
In general	49	142	24	0

TABLE L

TECHNICAL STUDENT POPULATION ATTITUDES
AND FEELINGS ABOUT CERTAIN ASPECTS
OF THE INSTITUTION

Category Rated	Superior	Good	Fair	Poor
Faculty and teaching	209	532	54	1
Curriculum in which enrolled	203	498	83	12
The students	223	496	77	0
Social activities	95	398	194	109
Campus environment	343	406	40	7
Educational facilities	248	481	63	4
In general	191	557	45	3

TABLE LI

VOCATIONAL STUDENT POPULATION ATTITUDES
AND FEELINGS ABOUT CERTAIN ASPECTS
OF THE INSTITUTION

Category Rated	Superior	Good	Fair	Poor
Faculty and Teaching	14	26	4	2
Curriculum in which enrolled	16	27	3	0
The students	11	26	9	0
Social Activities	3	21	13	9
Campus environment	14	25	7	0
Educational facilities	15	28	2	1
In general	10	30	6	0

Age. The average (mean) age of the student at Wilkes Community College is 25.23 years of age (see Table I, page 15). The census data available used the median age for males and females 25 years of age and older. For comparison purposes, the median age of the students in each degree program at Wilkes Community College will be compared with the median age for North Carolina and Wilkes County males and females 25 years of age and older.

The median age of the North Carolina male is 24.9 years, and the median age of the Wilkes County male is 26.6 years. The median age of the North Carolina female is 28.1 years, and the median age of the Wilkes County female is 28.2 years (see Appendix B, Table LII).

The median age of the college transfer student at Wilkes Community College is 22.726. The median age of the technical student is 27.054, and the median age of the vocational student is 22.000 (see Table I, page 15).

Sex. Based on census data (which used a sampling technique), there are more females than males in North Carolina, and females outnumber males in Wilkes County (see Appendix B, Table LII). The student body ratio of men to women, however, at Wilkes Community College is 2 to 1 (see Tables II, III, IV, and V, pages 19, 20, 21, 22).

Military Status. The North Carolina civilian male population 16 years of age and older is 1,588,557. The veteran population is 589,333 which indicates that 37.1 per cent of the population have served in the armed forces (see Appendix B, Table LIII).

In Wilkes County, the civilian population of males 16 years of age and older is 16,389 and the veteran population is 5,252. Thirty-two per cent of the Wilkes County males are veterans (see Appendix B, Table LIII).

The results of the student profile and the Veteran Administration records found that 53 per cent of the total population at Wilkes Community College are receiving VA benefits for continuing their education.

Employment Status. In North Carolina based on sample census data, 77.4 per cent of the male population are in the labor force. Of the state female population, 46.5 per cent are in the labor force. In Wilkes County 75.8 per cent of the males are in the labor force and 44.2 per cent of the females are in the labor force. The male and female populations included persons 16 years of age and older (see Appendix B, Table LIV).

Taking the total population at Wilkes Community College for Spring Quarter 1974, 76 per cent of the student body are employed as well as continuing their education (see Tables XII through XXXI, pages 31 through 50.

High School Background. In comparison of available North Carolina census data and Wilkes County census data, the median years of school completed is lower for Wilkes County than for the state; however, the percentage of high school graduates is higher for Wilkes County than for the state (see Appendix B, Table LII).

Using the Wilkes County data available from the census reference, approximately 39 per cent of the population (25 years of age and older) have only attended between one and eight years of school. The median years of school completed for North Carolina males is 10.3 and for Wilkes County males the median years completed is 8.7. The median years of school completed for North Carolina females (25 years of age and older) is 10.8 and for Wilkes County females the median years completed is 9.4 (see Appendix B, Table LII).

Of the Wilkes Community College day population, 45 per cent are high school graduates and 3 per cent of the night population are high school graduates. Forty-four per cent of the day population have taken and passed the GED examination and 8 per cent of the night population have passed the GED examination (see Table XXXII, page 51).

Residual Findings. Some data gathered that is interesting to note from the analysis of data includes the following. The main reason for attending Wilkes Community

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College given by the participants in the student profile study was the institution's closeness to home. This finding is verified by a tally of the student body by county of legal residence. This tally indicates that over half of the students live in Wilkes County (see Appendix B, Table LV).

The figures on the population of both the state and Wilkes County with no schooling are given in Table LII in Appendix B.

X. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based upon the analysis, the following conclusions may be made:

1) The technical program at Wilkes Community College is larger than the college transfer or vocational programs.

2) The student body is in large majority male and lacking in female representation.

3) Wilkes Community College is serving on the majority the male members of the community in their early to middle twenties.

4) A large portion of the enrollment is composed of veterans from the military service.

5) The majority (76 per cent) of the student body is employed.

6) The Wilkes Community College student is more likely to be a high school graduate rather than a GED

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graduate, and the majority of the high school graduates took a general curriculum in high school.

7) The fathers of the students attending Wilkes Community College for the most part (46 per cent) have less than eight years of education or have completed the eighth grade. Twenty per cent of the fathers are high school graduates.

8) Twenty-four per cent of the students' fathers are Proprietors or Owners (which includes farm owner, owner of a small business, etc.). Nineteen per cent are Skilled Workers or Foremen (which includes baker, carpenter, electrician, foreman, etc.). Fifteen per cent are Semiskilled Workers (which includes machine operator, assembler, bus driver, meat cutter, etc.), and 15 per cent are Unskilled Workers (which includes laborer, filling station attendant, farm worker, etc.).

9) The main reason given by the students for attending Wilkes Community College is the institution's closeness to their homes.

10) Of the students that work, the majority are not working to finance their education.

11) Thirty-seven per cent of the students see the object of their education as mostly job training, and 36 per cent see the object of their education as mostly general education.

12) Fifty-seven per cent of the students agree but not strongly to the statement that they are continuing their education mainly for a high paying job.

13) The majority of students (84 per cent) have not attended another college prior to coming to Wilkes Community College.

14) Thirty-one per cent of the student body indicated their major goal for attending Wilkes to be an increase in their general knowledge and level of education. Twenty-two per cent are preparing for employment in a specific career field.

15) Forty-seven per cent of the students rate their chances for achieving their major goal as high.

16) Forty-two per cent of the student body hope to complete an Associate in Arts or Associate in Science or Associate in Applied Science degree.

17) Forty-nine per cent of the student body rate their chances of earning their anticipated degree level as high.

18) The students rate the faculty and teaching at Wilkes Community College between superior and good.

19) The curriculum in which the students are enrolled is rated by the student body between superior and good.

20) The students rate the student body at Wilkes Community College between superior and good.

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21) The majority of the students rated social activities between fair and poor.

22) The campus environment is rated by the student body between superior and good.

23) The students rate the educational facilities between superior and good.

24) Wilkes Community College in general is rated by the student body between superior and good.

Recommendations

It is the purpose of the author and the Vice-President for Development and Planning at Wilkes Community College to put into handbook form the data gathered by this study and distribute the information to the faculty. The intention of the handbook is to inform the faculty of the students that are attending Wilkes Community College. Several types of data gathered in this study had never been collected before, and never before had the students been given an opportunity to express their feelings about the faculty and teaching, the curriculum, the students, the campus environment, or the educational facilities.

According to Dr. Jane Matson, Professor of Higher Education, California State College at Los Angeles, the community college must be persistent in its study of the student body because the student population does not remain static and to teach effectively and meet the needs of the

students, information must be collected, analyzed, and disseminated at regular intervals.

It is recommended that the student profile be re-administered each fall quarter to all new enrollees in order to develop a long range picture of the population attending Wilkes Community College and to identify areas of the community not being served.

The following changes are to be made in the questionnaire before it is re-administered in the Fall Quarter 1974:

1) mother's educational level will be added since some research according to Dr. Matson has been conducted which found that mother's educational level has an influence on attrition rates.

2) instead of the student being asked major goal, the student will be asked what his or her immediate goal is for attending Wilkes Community College in that the community college student thinks in terms of short-term rather than long-term goals according to Dr. Matson.

3) the student will be asked what he or she expects Wilkes Community College to do for him or her.

4) the high school graduation date/GED date will be placed in a different location on the questionnaire as very few students responded to this question on the pilot study.

5) under high school curriculum, business will be added.

6) under main reason for attending, to receive VA benefits will be added along with employer sending me for a specific course to upgrade my job skills.

Long-term recommendations for this study include:

1) administration by other members of the Contract Registration System in that the questionnaire is compatible with the Contract Registration System.

2) the time frame within which the author worked precluded statistical analysis which is recommended for further study; this statistical analysis would include t-tests, Chi-Square, and f-tests to determine significant differences, correlation between father's type of work and educational level, father's educational level and student's continuance in school, mother's educational level and student's continuance in school, and student's degree program and student's type of work in that over one-half of the student population is employed.

3) administration of the student profile questionnaire to all new enrollees each fall quarter in order to develop a continuing picture of the student body being served and their areas of interest.

4) from the data gathered from the questionnaire, target groups can be identified that are not being served

by the community college and follow-up should be done to see if the college can play a part in their lives as members of the community.

5) it is intended to identify from the information gathered from the questionnaire the enrollees who are 1974 Spring High School graduates and follow each of these students through their two years at Wilkes Community College and if they drop-out a personal follow-up will be conducted.

6) with further development, it will be possible to supply each instructor with a profile on each student in each of his or her classes -- this is seen as a possible aid to the instructor in choosing teaching techniques and in setting course outlines, goals, and lesson plans.

Changes brought about by this study may be summarized as follows:

1) The very fact that the President and other administrators approved the study and the use of the questionnaire was a positive change in that no study of this nature had been undertaken before at Wilkes Community College.

2) The institution was interested enough in conducting such a study to help the author toward expenses incurred.

3) The data from the study will be put in handbook format and distributed to the faculty for the purpose

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of having a better understanding of the students that are attending Wilkes Community College and thereby do more effective teaching. With further development it will be possible to provide each instructor with a profile on each student in each of his or her classes.

4) Specific target groups in the community not presently being served by the college are to be identified and contacted through various ways such as newspaper articles on course offerings and activities at the institution, questionnaires to determine what the community would like to see the institution do for them, sending out brochures to make the community more aware of its educational institution and what the institution is doing, further developing OPEN HOUSE Day held each year in terms of more news releases, radio announcements, notifying high schools in the area, to get more of the community to come and see the institution and learn more about it, and more involvement with the college guidance service personnel with the high schools' guidance counselors and high school students.

Through the bringing together of the knowledge acquired from the profile study, the refinement of the questionnaire, re-administering the instrument, developing a true picture of the student profile -- who is being served, who is not being served, and what the community needs the college to be doing --, and through the study of the data

and recommendations and changes that have been brought about as a result of this study, changes will take place to make the community college in reality a more truly community learning center.

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APPENDIXES

APPENDIX A

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STUDENT QUESTIONNAIRE

We at Wilkes Community College are anxious to learn more about you - the student. Would you help us do this by taking a few minutes of your time to answer the following questions. Your responses will be kept strictly confidential.

Social Security Number: _____

_____ (1) High School Graduate
_____ (2) GED
_____ (3) Non-High School Graduate

High School Graduation/GED Date: _____(year)

High School Attended: _____

High School Curriculum: _____ (1) General _____ (2) Vocational
_____ (3) College Prep or Academic _____ (4) Other

Father's highest educational level:

_____ (1) Under eight years
_____ (2) completed 8th grade
_____ (3) attended high school
_____ (4) high school graduate
_____ (5) attended college
_____ (6) four-year college graduate
_____ (7) Master's or higher degree

Father's type of work. If he is retired or deceased, refer to his former job.

_____ (1) Clerical and Sales - bank teller, salesman, mail carrier, etc.
_____ (2) Managerial or Office-sales or office manager, bank officer, purchasing agent, etc.
_____ (3) Professional - CPA, clergyman, dentist, engineer, teacher, etc.
_____ (4) Proprietor or Owner - farm owner, owner of a small business, etc.
_____ (5) Semi-professional and Technical - engineering technician, dental technician, practical nurse, surveyor, etc.
_____ (6) Semiskilled worker - machine operator, assembler, bus driver, meat cutter, etc.
_____ (7) Service worker - barber, policeman, waiter, fireman, etc.
_____ (8) Skilled worker or foreman - baker, carpenter, electrician, foreman, etc.
_____ (9) Unskilled worker - laborer, filling station attendant, farm worker, etc.
_____ (10) Unemployed
_____ (11) Unknown

My main reason for attending this institution is: (check only one)

_____ (1) inexpensive
_____ (2) close to home
_____ (3) friends attending
_____ (4) general academic reputation
_____ (5) strength in intended major
_____ (6) impression of campus and students
_____ (7) not accepted by 1st choice college
_____ (8) other _____

If you are employed, do you work primarily to finance your education?

_____ (1) Yes _____ (2) No

I see the object of my education as:

_____ (1) entirely general education
_____ (2) mostly general education
_____ (3) mostly job training
_____ (4) entirely job training

I am continuing my education mainly for a high paying job.

_____ (1) strongly agree
_____ (2) agree but not strongly
_____ (3) disagree but not strongly
_____ (4) strongly disagree

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How far is the college from where you live?

_____ (1) up to 2 miles
_____ (2) 2-5 miles
_____ (3) 6-10 miles
_____ (4) 11-20 miles
_____ (5) 21-30 miles
_____ (6) over 30 miles

Have you attended another college prior to coming to WCC? _____ (1) Yes _____ (2) No

My major goal for attending WCC is:

_____ (1) prepare for a specific job
_____ (2) prepare for employment in a specific career field
_____ (3) general preparation for employment
_____ (4) prepare for transfer to a four-year college
_____ (5) increase my general knowledge and level of education
_____ (6) other _____

What are your chances of achieving your major goal checked above:

_____ (1) very high
_____ (2) high
_____ (3) about half
_____ (4) low
_____ (5) very low

What level of degree do you hope to complete:

_____ (1) certificate
_____ (2) diploma
_____ (3) Associate in Arts or Associate in Science
_____ (4) Associate in Applied Science
_____ (5) Bachelor's degree
_____ (6) Graduate degree (beyond 4-year degree)

Rate your chances of earning the degree level checked above:

_____ (1) very high
_____ (2) high
_____ (3) about half
_____ (4) low
_____ (5) very low

Please indicate your feelings about certain aspects of WCC as noted below by rating all items as 1 = Superior, 2 = Good, 3 = Fair, 4 = Poor. (To new student: We want to know your feelings about the college, even though you have not attended it before.)

_____ (a) Faculty and teaching
_____ (b) The curriculum in which you are enrolled
_____ (c) The students
_____ (d) Social activities
_____ (e) Campus environment (appearance and layout of the college)
_____ (f) Educational facilities
_____ (g) In general

_____
STUDENT'S SIGNATURE

APPENDIX B

TABLE LII

NORTH CAROLINA AND WILKES COUNTY CENSUS DATA AS CATEGORIZED BY SEX, MEDIAN AGE, SCHOOL ATTENDANCE, AND PERCENTAGE OF HIGH SCHOOL GRADUATES*

Category	North Carolina Males**	North Carolina Females**	Wilkes County Males**	Wilkes County Females**
Population	1,241,497	1,404,775	12,941	14,036
Median Age	24.9	28.1	24.6	28.2
No Schooling	28,460	23,339	249	301
1-8 Years of School	389,827	269,514	5,529	5,085
Median Years of School Completed	10.3	10.8	8.7	9.4
Percentage of high school graduates	19 %	23 %	26.4 %	30.8 %

* Data based on samples (see reference given in text)

**25 years and older

TABLE LIII

MILITARY STATUS OF MALES IN NORTH CAROLINA
AND WILKES COUNTY 16 YEARS
OF AGE AND OLDER

Population	North Carolina	Wilkes County
Civilian Males	1,588,557	16,389
Veteran Males	589,333	5,252
Percentage of Veterans	37.1	32.0

TABLE LIV

EMPLOYMENT STATUS OF MALES AND FEMALES IN
NORTH CAROLINA AND WILKES COUNTY
SIXTEEN YEARS OF AGE AND OLDER

Population	North Carolina	Wilkes County
Males	1,691,734	16,432
Females	1,827,782	17,928
Percentage of Males in labor force	77.4	75.8
Percentage of Females in labor force	46.5	44.2

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TABLE LV

TALLY OF WILKES COMMUNITY COLLEGE STUDENTS
BY NORTH CAROLINA COUNTY
OF LEGAL RESIDENCE

County	Total
Alexander	59
Alleghany	95
Ashe	255
Caldwell	6
Catawba	2
Davie	4
Durham	1
Forsyth	10
Guilford	2
Iredell	13
Lee	1
Mecklenburg	2
Montgomery	1
Pasquatank	2
Randolph	1
Rowan	1
Surry	26
Watauga	12
Wilkes	555
Yadkin	60

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